



Policy
Document

Woodfield School

Remote Learning Policy

Date: January 2021

Woodfield School Remote Learning Policy



Context

This policy is set within the context of DfE guidance (*Restricting attendance during the national lockdown; schools. Guidance for all schools in England. January 2021*) regarding remote learning in which it is recognised that:

- *some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.*
- *for pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.*
- *the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.*
- *schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.*
- *where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.*

To ensure pupils (where the pupil is well enough to attend to their learning) can access education and continue their learning, this policy will be applied in cases where:

- A child is absent because they are awaiting test results and the household is required to self-isolate.
- A child is absent because their whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children are not able to attend school because the school is required to close as a result of national guidance.
- A child is absent due to Covid related events/ circumstances, but well enough to attend to their learning
- A pupil cannot attend school due to long term illness or shielding

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Ensure pupils are provided with a bespoke package of remote learning which is tailored to their individual needs and devised in liaison with parents and carers
- Set out expectations for all members of the school community with regards to high quality remote learning
- Provide clear expectations to support continuity of the curriculum so that all pupils have access to high quality learning and learning resources
- Provide appropriate guidelines for data protection
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.
- Support pupil wellbeing during periods of remote learning, ensuring regular contact with school for pupils and their parents and carers.

Home and School Partnership

- Our pupils cannot access traditional forms of remote learning, such as remote learning platforms and social media. However all efforts will be made to ensure they have meaningful and genuine activities that promote learning to engage in during periods of prolonged time at home.
- We are committed to working in close partnership with families and recognise each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the pupil.
- Because of the SEND needs of the individual pupils, teaching staff will work with families to assess and agree the best structure for the learning and day.
- Where possible, if it is recognised as beneficial for the pupil to maintain a regular and familiar routine, staff will work toward this.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work to the best of their ability.
- Every effort will be made by staff to ensure that work given is realistic to be supported by the family.

Roles and Responsibilities

Staff members are responsible for:

- Adhering to this policy, GDPR guidance, eSafety and Data Protection Policy at all times during periods of remote learning
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Co-Headteachers
- Reporting any defects on school-owned equipment used for remote learning to the IT manager

Teachers

When providing remote learning, teachers must agree the time they are available, during their usual working hours, to speak with parents and provide meaningful face-to-face time for pupils.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced and adapted if fewer children are isolating and the majority of the class are in school.

For extended periods of time away from school, the class teachers will ensure the targets within the pupils EHCP are being included when planning learning and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the EHCP and if these present as unachievable via remote learning they will discuss with parents, and inform the Co-Headteachers.

When providing remote learning, teachers are responsible for:

Setting work for all the pupils in their class

- Discussing elements of EHCP provision, such as targets and success criteria with parents in order to decide suitable elements of this to prioritise for home learning.
- Provide a pupil with a range of work to cover all curriculum areas
- The work will initially be provided for a 2 week period or as agreed with the parents; and then reviewed
- Work and resources, where possible, will be emailed to parents or be available on the school website for parents to access.
- Remote Learning Packs will be provided for every pupil. Parents will be asked to collect these or, in exceptional circumstances, they will be delivered or sent by post.
- If access to a device is needed, teachers will pass this information onto the Deputy Head who will liaise with the IT manager regarding this.
- Organise resources that may need delivering to a pupil at home in order for them to be able to engage in the remote learning activities. Make sure resources are clean, suitable and have adequate instructions. Liaise with parents to arrange safe drop off and pick up of said resources.
- Agree times for meaningful face-to-face learning remotely.

Providing feedback and support on remote learning – keeping in touch

- Teachers are expected to regularly keep in touch with pupils who are not in school; and their parents.
- Feedback given to the parents and the pupils as appropriate via phone or Microsoft Teams meetings
- Assessing and monitoring the pupils' progress in their learning through feedback from their parents; giving feedback on the pupils work that is completed; or speaking directly to the pupils via for example Teams
- Regular contact means: Twice weekly by telephone or email in order to discuss learning and pastoral care. Phone communication should be no longer than 15 minutes at a time.
- If parents wish to communicate by email, they need to use the class email account. Teachers are expected to answer queries, questions and emails during normal working hours but are not expected to answer emails outside of working hours.
- Any complaints, behavioural issues or safeguarding issues shared by parents or pupils should be immediately forwarded to one of the Co-Headteachers, Deputy Headteacher or DSL as appropriate.
- If the teacher has concerns about the pupils learning or wellbeing during a period of remote learning they will alert senior leaders without delay.

Attending virtual meetings with staff, parents and pupils:

- Staff need to be dressed appropriately for all virtual meetings - dress code is identical to the in-school dress code
- Locations: background noise must be avoided, and there should be nothing inappropriate in the background. Please make sure you have checked permissions if you are going to show pupils or their classmates.
- There should be nobody within earshot of the meeting unless this is unavoidable e.g. a young child at home that the staff member is caring for and this should be declared at the start of any meeting
- If, for any reason, the session is to be recorded, then all participants should be informed before the start of the meeting
- When providing remote learning, teachers must agree the time they are available to speak with parents and provide meaningful face-to-face time for pupils.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils with their learning under the direction of the class teacher
- Attending virtual meetings with teachers, parents, and pupils as requested.
- Making resources as appropriate
- Attending virtual meetings as requested

Senior and Middle Leaders

Senior and Middle leaders are responsible for:

- Co-ordinating the remote learning approach across the school. This is led by the Phase Leader for Upper School.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers, reviewing learning and reaching out for feedback from pupils and parents. Middle leaders will liaise with the teachers in their phase and ensure appropriate remote learning is taking place.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

Designated Safeguarding Lead

The DSL is responsible for:

- Making sure that the child protection policy is upheld through all remote learning. (Please see child protection policy 2020)
- Managing and dealing with all safeguarding concerns.
- Working closely with teaching staff who will report if children or families do not engage or respond to communications within the agreed arrangements.

IT Manager

IT manager is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible parents) with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils, staff and parents with accessing the internet or devices, Zoom, Teams or other apps to support learning or safeguarding.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day via their parents – although consider they may not always be in front of a device the entire time
- Engage in any learning given and complete work to the best of their abilities
- Alert parents or teachers if they're not able to complete work or if they need help (if they are able to)

Staff can expect parents with children learning remotely to:

- Make the class teacher aware if their child is sick or otherwise cannot complete their learning for any reason during a period of remote learning.
- Agree with their child's teacher expectations in remote learning considering family circumstances and any individual medical needs and individual learning needs
- Support their child to learn remotely in a way that supports the child's learning and well being
- Seek help from the school if they need it
- Inform the teacher if learning time is causing any wellbeing challenges for the child or family so amendments to expectations can be discussed to support the wellbeing of all parties
- Communicate regularly with the class teacher through email or phone and feedback progress against learning objectives and any successes and challenges
- Be respectful when making any complaints or concerns known to staff

Governing body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning, ensuring education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting learning- talk to the phase leader, deputy head or co-heads or discuss with relevant specialist in school e.g. music teacher, autism manager, speech therapist, physio
- Issues with behaviour – talk to Herts Step trainers/Behaviour Support Team
- Issues with IT – talk to IT manager
- Issues with their own workload or wellbeing – talk to their line manager/ SLT/wellbeing lead
- Concerns about data protection – talk to the data protection officer - initially speak to a member of SLT who will pass this on to DPO
- Concerns about safeguarding – talk to DSL

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use Office 365 and/or SIMS for secure access to personal data
- Only use school computers or laptops to deliver remote learning

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems and virus protection programme up to date – always install the latest update

Safeguarding

- Remote learning where there is face-to-face contact with children will always take place with parents in the room.
- Parents and children must be appropriately dressed (not in pyjamas or any other type of sleepwear and ideally in school uniform or clothes similar to school uniform).
- Staff will be alone or in school with colleagues. If at home, family members of the staff will not be allowed in the room where the remote learning is taking place.
- Microsoft teams will be used exclusively. No other media will be permitted.

Contact any of our DSPs if there is a safeguarding concern and record it on a Cause for Concern form. This includes anything that does not seem 'right' but you can't quite say why. Trust your instincts if you have a concern. This is particularly important when the children are not in school.

Monitoring Arrangements

This policy will be reviewed termly until the end of the pandemic by SLT/MLT. At every review, it will be approved by the Governors Teaching and Learning Committee.

Links with other policies

This policy is linked to our:

Behaviour policy
Child protection policy and coronavirus addendum to our child protection policy
GDPR Data protection policy and privacy notices
Home-school agreement
ICT and internet acceptable use policy
Online safety policy